

## WARE SHOALS PRIMARY

15269 Indian Mound Road  
Ware Shoals, South Carolina 29692

**GRADES** PK-3 Elementary School

**ENROLLMENT** 415 Students

**PRINCIPAL** Dr. Greg Tanner

864-861-2261

**SUPERINTENDENT** Fay S. Sprouse

864-456-7496

**BOARD CHAIR** Ed Farr

864-456-7496

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent

6

Good

49

Average

46

Below Average

0

Unsatisfactory

0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 12 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

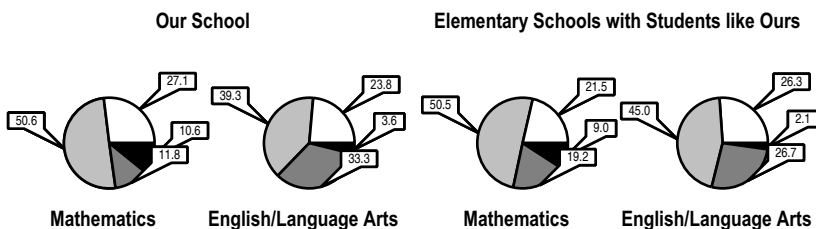
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




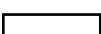
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Excellent	N/A
2002	Average	Unsatisfactory	N/A
2003	Good	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	30	88	50
Percent satisfied with learning environment	96.6%	94.3%	79.6%
Percent satisfied with social and physical environment	96.7%	93.1%	70.0%
Percent satisfied with home-school relations	90.0%	93.2%	76.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	96	97.9	23.8	39.3	33.3	3.6	36.9	17.6
Gender								
Male	45	95.6	20.5	53.8	25.6	N/A	25.6	17.6
Female	51	100.0	26.7	26.7	40.0	6.7	46.7	17.6
Racial/Ethnic Group								
White	72	100.0	20.0	40.0	35.4	4.6	40.0	17.6
African-American	22	95.5	36.8	36.8	26.3	N/A	26.3	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	50.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	74	97.3	22.1	35.3	38.2	4.4	42.6	17.6
Disabled	22	100.0	31.3	56.3	12.5	N/A	12.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	96	97.9	23.8	39.3	33.3	3.6	36.9	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	96	97.9	23.8	39.3	33.3	3.6	36.9	17.6
Socio-Economic Status								
Subsidized meals	59	98.3	32.0	42.0	22.0	4.0	26.0	17.6
Full-pay meals	37	97.3	11.8	35.3	50.0	2.9	52.9	17.6

Mathematics								
All students	96	100.0	27.1	50.6	11.8	10.6	22.4	15.5
Gender								
Male	45	100.0	35.0	50.0	12.5	2.5	15.0	15.5
Female	51	100.0	20.0	51.1	11.1	17.8	28.9	15.5
Racial/Ethnic Group								
White	72	100.0	24.6	47.7	15.4	12.3	27.7	15.5
African-American	22	100.0	35.0	60.0	N/A	5.0	5.0	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	74	100.0	23.2	50.7	13.0	13.0	26.1	15.5
Disabled	22	100.0	43.8	50.0	6.3	N/A	6.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	96	100.0	27.1	50.6	11.8	10.6	22.4	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	96	100.0	27.1	50.6	11.8	10.6	22.4	15.5
Socio-Economic Status								
Subsidized meals	59	100.0	31.4	51.0	13.7	3.9	17.6	15.5
Full-pay meals	37	100.0	20.6	50.0	8.8	20.6	29.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	98	N/A	22.9	41.7	35.4	N/A	35.4
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	96	97.9	23.8	39.3	33.3	3.6	36.9
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	98	N/A	22.7	52.6	21.6	3.1	24.7
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	96	100.0	27.1	50.6	11.8	10.6	22.4
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 415)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.9%	Down from 4.2%	2.7%	2.4%
Attendance rate	91.1%	Down from 91.9%	95.7%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	3.3%	Down from 6.5%	12.7%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.5%	Down from 8.7%	8.6%	8.0%
Older than usual for grade	1.7%	Up from 0.3%	1.1%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 26)				
Teachers with advanced degrees	34.6%	Up from 34.5%	46.9%	50.0%
Continuing contract teachers	96.2%	Up from 86.2%	85.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.0%	Up from 87.3%	87.2%	86.2%
Teacher attendance rate	92.3%	Down from 95.8%	95.2%	95.3%
Average teacher salary	\$35,469	Up 0.8%	\$39,326	\$39,909
Prof. development days/teacher	10.5 days	Up from 7.0 days	11.6 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	19.8 to 1	Up from 15.6 to 1	18.6 to 1	18.9 to 1
Prime instructional time	82.4%	Down from 87.2%	89.3%	89.7%
Dollars spent per pupil*	\$6,731	Up 20.2%	\$5,685	\$5,892
Percent spent on teacher salaries*	59.9%	Up from 58.6%	66.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 93.5%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The mission of Ware Shoals Primary School is to provide stimulating educational opportunities in a nurturing environment and to encourage successful, responsible, and productive citizenship. Our work this year has served to advance our mission and to make progress on our 5-year school renewal plan. Highlights from this year include:

**Academic Excellence:** We challenged our students academically through enrichment programs such as Accelerated Reader, 100 Books Club, and many more. Teachers provided instruction that was multi-level, thereby addressing the needs of all students. Regular assessments enabled teachers to identify students' strengths and weaknesses and to make instructional decisions.

**Parent and Community Involvement:** Monthly events were held to involve parents, children, and community members. Health and Safety Fair and Family Reading Night attracted over 300 people. HOST (Help One Student To Succeed) is still a big success with the help of over 70 mentors from the community.

**Character Education:** The entire school is participating in the Core Essentials Program, which teaches tolerance, respect, problem solving, and citizenship. Awards are given, based on demonstrated citizenship.

**Technology:** All students in 1st through 3rd grades worked daily in the computer lab on math and reading. Teachers in our school use computers in the classroom as a tool for instruction and planning. Each classroom is equipped with Internet access for instructional purposes.

With all of our accomplishments, we realize that we must deal with a diverse population and a wide range of academic needs. Each year, our faculty evaluates the previous year and sets goals that will improve student academic performance.

At WSP, we will continue to offer our students a rigorous curriculum, the best teaching practices, increased parental involvement, and the best quality personnel in all our positions. We continue to be excited about the possibilities. We invite our stakeholders to be a willing partner in the process and do what is in the best interests of the children we love and serve.

Greg Tanner, Ed.D.  
Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.